**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  2nd Grade | | | **Date(s)**:  Task 3 Lesson 1 |
| **Unit Title:**  Unit 1- Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the values of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Base-ten blocks * [www.unitedstreaming.com](http://www.unitedstreaming.com) – video: Example 1: Place Value to the thousands—stadium seats | | **Student:**   * Activating Strategy cards * Base-ten blocks * Envisions lesson 4-3 * Envisions lesson 17-1 * Teacher made worksheet * Ticket out the door * Inventory Investigation Part 3 | | | hundreds, tens, ones, base-ten blocks, value, word form, standard form, digit, place value, numeral | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. | | | | | |
| **I Can Statement(s):**  I can use base ten blocks to read and write numbers to 1,000.  I can use number names to read and write numbers to 1,000. | | | | | |
| **Activating Strategy/Hook:** (5-10 mins) (How will students become cognitively engaged and focused?)  Students will be given a card with a number written in standard form, word form, or base-ten blocks. They will then go around the room trying to find their “partner” with the same number. This can be repeated several times with different number form combinations. To wrap this up, students can find their three-some of all three forms. Discuss with students how all three representations are the same number. | | | | | |
| **Teacher Directed:** (10-20 mins)  Teacher will use a set of base-ten blocks to model different numbers for the students to determine. Class will discuss how they know what number is represented and what other ways they can show that number. Examples: 23, 89, 174, 536, 704, 910, 888 | | | | | |
| **Guided Practice**: (10 mins)  Students will be given a set of base-ten blocks to work with a partner to build different numbers given by the teacher. Teacher will circulate the room observing students’ knowledge of the task. | | | | | |
| **Teacher Directed:** (15 mins)  Teacher will guide students through the front of Envisions lessons 4-3 and 17-1 to practice reading and writing number words to 1,000. | | | | | |
| **Independent Practice:** (30 mins)  Students will complete the remainder of lesson 4-3 and teacher made worksheet to practice reading and writing number words to 1,000. Students will also practice identifying numbers in base-ten block form to 1,000. | | | | | |
| **Closing/Summarizing Strategy:** (5 mins)  Students will watch Unitedstreaming video “Example 1: Place Value to the thousands—stadium seats” 1:32 min.  Ticket out the door- see ticket out the door document | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Guided practice-students can write numbers in standard and word form in their notebooks. * Independent practice- students make up their own problems including place value blocks, standard form, and word form. | | | * Activating Strategy- give students lower numbers in standard form. * Independent Practice- students complete lesson 4-3 only. * [http://www.learningbox.com/Base10/BaseTen.html](https://webmail.gcsnc.com/owa/redir.aspx?C=f11bdf1fe6f5467fadcc6624e4d4226d&URL=http%3a%2f%2fwww.learningbox.com%2fBase10%2fBaseTen.html) | | | * Activating Strategy- give students lower numbers in standard form. * Independent Practice- students complete lesson 4-3 only. * Pre-teach vocabulary words * Include number words, vocabulary words, and place value chart in students' personal dictionaries. |
| **Assessment(s):**  Inventory Investigation Part 3 first column ( How Many?) | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |